

**The Report of the
Accreditation Visiting Team**

**Delta High School
50 West 300 North
Delta, Utah 84624**

April 3-4, 2006



**Utah State Office of Education
250 East 500 South
P.O. Box 144200
Salt Lake City, Utah 84114-4200**

**THE REPORT OF THE
VISITING TEAM REVIEWING**

**Delta High School
50 West 300 North
Delta, Utah 84624**

April 3-4, 2006

UTAH STATE OFFICE OF EDUCATION

**Patti Harrington, Ed.D.
State Superintendent of Public Instruction**

**DIVISION OF
STUDENT ACHIEVEMENT AND SCHOOL SUCCESS**

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Salt Lake City, Utah

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FOREWORD

The major purpose of the accreditation process is to stimulate school growth and improvement so as to increase student achievement.

In these efforts, the school staff makes a comprehensive evaluation of the school's programs, operations, and results. The school determines how actual practices align to stated objectives and resulting outcomes. It is a three-phased evaluation: (1) self-evaluation, (2) on-site evaluation by an external team of educators, and (3) implementation using units of the evaluation to improve the school by effecting thoughtful change.

The evaluation, April 3-4, 2006, was conducted because of the school's desire to ensure quality education for all students in the school, and to increase student achievement.

The entire staff of Delta High School is commended for the time and effort devoted to studying and evaluating the various facets of the total program and to preparing the materials used by the visiting team. The excellent leadership given by Principal Dean Fowles is also commended.

The staff and administration are congratulated for their desire for excellence at Delta High School, and also for the professional attitude of all members of the group, which made it possible for them to see areas of weakness and strength and to suggest procedures for bringing about improvements.

While these recommendations may be used to solicit financial support to acquire some of the materials, equipment, and services needed to carry out a more effective program, it is even more important that the faculty and administration utilize them as they continue to evaluate and modify course offerings and administrative and classroom procedures to more dramatically increase student achievement at Delta High School.

Patti Harrington, Ed.D.
State Superintendent
of Public Instruction

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David Taylor	Director, Special Education

DELTA HIGH SCHOOL AND DELTA TECHNICAL CENTER

ADMINISTRATION AND STAFF

School Administration

Dean Fowles..... Principal, DHS
Teresa Thompson..... Assistant Principal, DHS
LaVoy Starley Principal, DTC

Counseling

Kenneth Nielsen..... Counselor, DHS
Lloyd Loveless..... Counselor, DTC

Support Staff

Secretaries

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Jane Ekins
Linda Payne

Clerical Assistants

Linda Bringhurst
Janette Fitzgerald
Nancy Tasker

Instructional Assistants

Sue Dutson
Rebecca Dzuik
Pedro Gonzalez
Julie Johnson

Jeanne Lovell
Ginger Moody
Andrea Nielson
Darlene Scott
Bonnie Shamo
Rita Tanner
Juliene Withers
Coleen Smith

Custodians

Emily Smith, Head
Kurt Bayles
Kathy Ingram
Mark Losee

Dale Pratt
Alan Wilkins

Food Services

Margie Beckstrom,
Manager
Vicki Allred
Eloise Evans
Cindy Finlinson
Lisa Lyman
Monica Schafer
Jean Spong

Faculty

(Delta High School and Delta Technical Center)

Robert Banks
Stephanie Bayles
Jane Beckwith
Rick Bishop
Dana Bunker
Brett Callister
Karen Chandler

Austin Day
Robert DeWyze
Bret Draper
John Elison
Helen Finlinson
Rob Fowles
Russell Fowles

Craig Hansen
Janeen Hare
Russell Henrie
Dale Jensen
Ed Lyman
Vicki Lyman
Carol Meinhardt

Sherry Nickle
Clint Peterson
Howard Quackenbush
Janet Reeve
Karen Roper
Shane Rowley

Nathan Sanders
Kevin Singleton
Nadine Smith
Jerry Spencer
Dawn Strong
Jason Thomas

Jim Warnick
Traci Warnick
Betty Jo Western
Kirk Willoughby

DELTA HIGH SCHOOL

MISSION STATEMENT

We at Delta High School believe that a positive school environment sets the stage for effective teaching and learning. Both the overall climate of a school and the specific learning atmosphere of each individual classroom greatly influence student achievement. We recognize that everyone has specific needs, as well as the right to feel safe, valued and respected.

We believe that every motivated child can learn. The Delta High School administration, faculty and staff play a central and united role in establishing a positive, productive environment in which learning can occur. By working closely with parents and/or guardians, we will provide a medium where students can gain the knowledge, skills and self-worth necessary for them to reach their potential and become productive members of an ever-changing society

BELIEF STATEMENTS

- We believe that students need to have good feelings about themselves. They need to feel capable, worthwhile, and appreciated. Their self-esteem influences their ability to relate with others and learn successfully.
- We believe that positive self-esteem and appropriate behavior are best promoted by making our expectations clear, consistent, and achievable, while praising acceptable behavior.
- We believe that if students are provided a caring atmosphere, quality instruction, and the opportunity to experience success they will enjoy and accept their responsibility for learning.
- We believe that a learning program designed to meet the individual needs of all students will help prepare them to face the changes and challenges of the future.
- We believe the home is of primary importance to the educational development of each child. We want to work closely with the parents and/or guardians to provide the best environment and encouragement for each child.
- We believe that using the latest in information, materials, and technology will help us to become better educators and give our students the best chance to succeed academically.
- We believe that students will benefit from being involved in some aspect of extra-curricular activities. We feel that those involved assume pride and ownership in the school and can learn positive habits that they may not be able to learn otherwise.

MEMBERS OF THE VISITING TEAM

Dr. Roy L. Hoyt, Hurricane High School, Washington School District, Visiting
Team Chairperson

Cynthia Browning, Hurricane High School, Washington School District

Gary Jensen, Milford High School, Beaver School District

Doelene Pitt, Tooele School District

Rick Pruitt, Richfield High School, Sevier School District

VISITING TEAM REPORT

DELTA HIGH SCHOOL

CHAPTER 1: SCHOOL PROFILE

The current building in which Delta High School students attend was built in 1966. Various upgrades have been made to the building, including a new library, new EDNET room, expansion of the cafeteria, new weight and fitness rooms, and renovations to the gymnasiums. In 1996, a new athletic arena that seats 4,000 spectators was built. The facility also includes a state-of-the-art dance studio, a wrestling practice room, a classroom, storage rooms, and locker rooms. The main arena is fitted with custom theater lighting, portable stage, and curtains, and can be sectioned off for assemblies and programs.

The Delta Technical Center, which is located approximately three blocks from the main campus, is considered a magnet school for Delta High School, and a number of ACTE programs are housed in this facility. Students are bused to and from the facility on the regular school schedule. The Delta Technical Center is a valuable resource where students may obtain certification in numerous ACTE programs. The DTC also has an EDNET room for students to take distance learning courses.

Delta is a community of approximately 3,191 people. It is surrounded by other smaller communities which contribute students to Delta High School. These include Oak City, Lynndyl, Leamington, Sutherland, Sugarville, Hinkley, Deseret, and Oasis. In 2002, 88.2 percent of the area population was listed as Caucasian, 10 percent as Hispanic, and 3.1 percent as "other." Those 25 years and older had a high school degree or higher.

a) What significant findings were revealed by the school's analysis of its profile?

The school community perceives itself very positively; students generally like the school and teachers feel like they are making a difference in the lives of students. The Visiting Team found that the school did a good job of identifying the strengths, limitations, and challenges of the school. The data indicate that Hispanic students are achieving below Caucasian students on the UBSCT and CRTs.

Profile information is critical to achieving dialogue and collaboration among staff, faculty, and Community Council members. Delta High School recognizes the need to put into practice professional development opportunities to help the staff meet the needs of all students.

- b) *What modifications to the school profile should the school consider for the future?*

Delta High School should further disaggregate and analyze existing available school-based data. The school should include in its profile an examination of classroom grade performance, as well as data on attendance and discipline patterns relative to gender, varying ethnicities, and at-risk populations.

The school profile should guide school improvement efforts. In addition, the information gathered from the profile should determine the desired results for students learning (DRSLs) and the action plan.

Suggested Areas for Further Inquiry:

- Supply data supporting graduation rates. Tracking information on students who have previously graduated from Delta High School for 5 to 10 years could also be useful.
- A more extensive survey of parents and/or community members could give more accurate information on stakeholder perceptions. Surveys completed by parents during parent-teacher conferences may not be representative of how some community members feel.
- Disaggregate grade distribution by gender, teacher, and ethnicity.
- Include additional data for the purpose of determining the success of English language learners.

CHAPTER 2: THE SELF-STUDY PROCESS

- a) *To what extent has the school community engaged in a collaborative self-study process on behalf of students?*

Interviews with teachers, parents, and students indicate that the entire school community was involved in the accreditation process. It was evident that the collaborative culture at Delta High School is in the emergent stages. The school has participated in School Leadership Team training provided by the Utah State Office of Education.

- b) *To what extent does the school's self-study accurately reflect the school's current strengths and limitations?*

The self-study clearly defined the school's strengths. Additionally the staff's collegiality, passion for students, and willingness to engage in professional development opportunities were evident. As the school's stakeholders become more knowledgeable about using the self-study process to accurately identify student achievement gaps, examine best practices, and reflect on organizational practice, they will become more successful at identifying both their strengths and weaknesses.

CHAPTER 3: INSTRUCTIONAL AND ORGANIZATIONAL EFFECTIVENESS

Delta High school's desired results for student learning are as follows:

1. Improve Communication
2. Meet State and Federal Standards
3. Life-Long Learner
4. Responsible Citizen

Shared Vision, Beliefs, Mission, and Goals:

- a) *To what extent did the school facilitate a collaborative process to build a shared vision for the school (mission) that defines a compelling purpose and direction for the school?*

A consensus-building process has been established that involves the school community in defining the school's beliefs, mission, and goals. The Visiting Team encourages Delta High School to work toward making the mission statement more concise and succinct.

- b) *To what extent has the school defined a set of beliefs that reflect the commitment of the administration and staff to support student achievement and success?*

The school's belief statements address some of the key issues pertinent to the academic success of the students of Delta High School. They are broad in scope and encompass the needs of all students. The school's belief statements also address issues of effective decision making and policy development in the school.

- c) *To what extent do the school's mission and beliefs align to support the school's desired results for student learning (DRSLs)?*

The selection of goals is based on the school's priorities for improving student learning and instructional and organizational effectiveness. The Visiting Team

recognizes a connection between the mission statement and DRSLs in the areas of life skills, academic achievement, and lifelong learning. Delta High School may want to continue discussions about developing ways to teach and assess the DRSLs in the classroom, and how to address the implementation of the DRSLs as a part of the school's action plan.

Curriculum Development:

- a) *To what extent does the staff work collaboratively to ensure the curriculum is based on clearly defined standards and the Utah Core Curriculum (with inclusion of the Utah Life Skills)?*

It is apparent that good collaboration exists within the various departments. Teachers are familiar with the Core Curriculum and work closely to align their instruction with the State Core. Meaningful writing assignments have been carefully incorporated into various departmental curricula. The Visiting Team recommends that increased emphasis be given to expanding interdepartmental cooperation in student assignments and inter/intradepartmental course mapping to improve alignment with the Core Curriculum.

- b) *To what extent does the teaching staff work collaboratively to support the development of a curriculum that focuses on the school's desired results for student learning?*

Work has been initiated within the departments to begin this alignment process; however, further emphasis is needed in this area as the next logical step in the school improvement cycle. Increased emphasis and marked improvement were obvious in the area of reading and writing skills, as evidenced by the Accelerated Reading Program and the utilization of more writing across the curriculum. Continued analysis and disaggregation of data-driven assessments should further enhance improvements in meeting state and national standards. The Visiting Team recommends that the ongoing effort to fully integrate the unique student and community climate in the school continue and be geared toward expanding cultural and civic awareness.

Quality Instructional Design:

- a) *To what extent does the professional staff design and implement a variety of learning experiences that actively engage students?*

Close coordination was evident in the development of departmental lesson design. The Visiting Team observed a wide variety of educational activities and learning experiences that engaged most students. Expert use of questions and discussion techniques was evident, and students gave impressive PowerPoint presentations.

The Visiting Team recommends that faculty members continue to refine instructional strategies and skills that will enhance student learning.

- b) *To what extent does the professional staff employ a variety of instructional strategies to ensure the needs of different learners are met?*

Carefully defined efforts and well planned strategies are apparent, especially in dealing with the emerging Hispanic student population. Reasonable adjustments and modifications to instructional process were made based upon analysis of the results of assessments of student learning. Since the most common teaching style still seems to be “stand and deliver,” the Visiting Team recommends continuing efforts to include additional proven methods of instruction to facilitate student learning.

- c) *To what extent do the professional staff and leadership provide additional opportunities which support student learning?*

On a consistent basis, students are provided with a variety of opportunities to receive additional assistance to improve their learning. Teachers are available both before and after school to help students. The Counseling Department provides outstanding support and encouragement to students who desire special help or tutoring. The Visiting Team recommends that the school continue to explore other opportunities for remediating struggling students.

Quality Assessment Systems:

- a) *To what extent has the staff developed classroom or school-wide assessments based on clearly articulated expectations for student achievement?*

Teachers appear to have their class assessments in line with the State Core. The school-wide assessments are clearly used and shared with all the stakeholders. The results of the assessments are used to help direct the curriculum toward assisting students to have a more positive and successful experience.

- b) *To what extent are assessments of student learning developed using methods that reflect the intended purpose and performance standards?*

The Visiting Team witnessed examples of oral and written assessment of student learning that allowed the instructor feedback to reach the desired result. This was evident in classes visited and from interviews with teachers and students.

- c) *To what extent are assessments designed, developed, and used in a fair and equitable manner?*

CRT and NRT scores are disaggregated to show a concerted effort to assure all students are given the same advantages. The classroom assessments also included all students, giving students equal opportunities.

Leadership for School Improvement:

- a) *To what extent does the school leadership promote quality instruction by fostering an academic learning climate and actively supporting teaching and learning?*

From all appearances and from visits with teachers, it is evident the administration is very supportive of teachers. Teachers are allowed to teach without interference, but receive assistance when it is needed in dealing with situations that may arise.

- b) *To what extent does the school leadership employ effective decision making that is data-driven, research-based, and collaborative?*

It is evident that the data has been read and the research has been done. The administration has focused on using available data to make school-wide decisions. The Visiting Team encourages the school administration to continue to gather, disseminate, and collaborate on data that affects student learning.

- c) *To what extent does the school leadership monitor progress in student achievement and instructional effectiveness through a comprehensive assessment system and continuous reflection?*

The leadership at Delta High School has a solid grasp of what testing is telling them. School leaders understand the areas that need improvement and are actively working toward using that data. The action plans are evidence that the leadership and teachers are aware of what needs to be done and are working toward accomplishing those goals.

It is suggested that the school continue to develop a comprehensive assessment system for monitoring student achievement, in addition to the administration of state tests. Use of rubrics, development of performance objectives, item analysis on teacher-made assessment tools, trend analysis, and disaggregation of the data that is obtained from the analysis of student assessments need to be addressed.

- d) *To what extent does the school leadership provide skillful stewardship by ensuring management of the organization, operations, and resources of the school for a safe, efficient, and effective learning environment?*

The administration provides a school climate that gives students a well organized and disciplined organization. Under the leadership of the principal, the system supports a safe and effective learning environment.

- e) *To what extent does the school leadership make decisions related to the allocation and use of resources which align with the school goals, the achievement of the DRSs, and school improvement efforts?*

The leadership of the school appears to be correlating with teachers, community members, and students in making these decisions. The principal does not dictate what will be done, but instead guides discussions of what needs to be done and how best to accomplish it.

- f) *To what extent does the school leadership empower the school community and encourage commitment, participation, collaboration, and shared responsibility for student learning?*

The decision-making process is collaborative and provides opportunities for the meaningful involvement of the school's stakeholders. Parents and students feel a strong sense of belonging to the school and are strongly supported by the school community. Most of the decisions are aligned with the school's beliefs, mission, and goals.

Community Building:

- a) *To what extent does the school foster community building and working relationships within the school?*

It is the finding of the Visiting Team that Delta High School does a great job of fostering community support for activities. It was evident from talking to the students that the faculty members are well liked and make themselves available to the students. When students were asked what the best thing about Delta High School was, the answer was given without hesitation: the faculty. The awards programs designed to recognize both staff and students are good, and should be enlarged. The accessibility of students' attendance and grades to parents via the Internet is a great asset to the school community. The Visiting Team recommends continuing the relationship with the Community Council, which functions as a sounding board and decision-making body for the betterment of Delta High School.

- b) *To what extent does the school extend the school community through collaborative networks that support student learning?*

The Visiting Team found extensive evidence that the school actively involves the community in Delta High School events and the students' learning activities. There is released time for students and parents to be a part of the SEOP process twice a year. Parents' Internet access to grades and attendance information is a valuable tool. The students feel that being able to take concurrent college classes

and EDNET classes is a definite advantage for those wanting to continue their education at college.

Culture of Continuous Improvement and Learning:

- a) *To what extent does the school build skills and the capacity for improvement through comprehensive and ongoing professional development programs focused on the school's goals for improvement?*

The faculty reports that there is a need for ongoing professional development. Faculty members have many opportunities to attend professional development as they desire to do so. The district's efforts to provide an ESL endorsement for every teacher in Millard School District are very impressive. This shows the dedication to improving education for the entire student population. Thirty-three percent of staff members currently have master's degrees in their area of the curriculum.

- b) *To what extent does the school create conditions that support productive change and continuous improvement?*

The Visiting Team has seen a good effort at collaboration within the departments, which should continue. There have been indications that the faculty would like collaboration to increase, both within departments and between the high school and middle school. The district has made a push to improve student outcomes, and there is also a clear effort to do so at Delta High School.

CHAPTER 4: NORTHWEST ASSOCIATION OF ACCREDITED SCHOOLS (NAAS) STANDARDS I-XI

Standard I – Educational Program

This standard is met. Delta High School's instructional and organizational practices, as well as its policies and procedures, support the desired results for student learning and prepare students to succeed in a culturally diverse, democratic society.

Standard II – Student Personnel Services

This standard is met. Student personnel services are designed to give systematic assistance to students. The assigned personnel for guidance includes a minimum of one full-time person for each 400 students enrolled.

Standard III – School Plant and Equipment

This standard is met. The school plant provides a variety of instructional activities and programs and incorporates aesthetic features that contribute to a positive educational atmosphere.

Standard IV – Library Media Program

This standard is met. The school library media program is a primary resource for literacy, information, and curriculum support. A certified library media teacher provides instruction, resources, and activities to promote independent use of ideas and information.

Standard V – Records

This standard is met. Student records are maintained, handled, and protected in the best interests of students and parents. Students and parents have the right to access personal student records and are ensured the privacy of such, as guaranteed by federal legislation.

Standard VI – School Improvement (This is addressed in the self-study.)

This standard is met. The school improvement plan focuses on the total school rather than each of the separate components within the school.

Standard VII – Preparation of Personnel

This standard is met. All professional personnel are in compliance with the licensing requirements of the state of Utah and are properly endorsed for the subjects they are assigned.

Standard VIII – Administration

This standard is met. The administration of Delta High School provides educational leadership, supervises and coordinates programs, and carries out the necessary administrative procedures.

Standard IX – Teacher Load

This standard is met. The total number of students instructed by any one teacher in any one grading period does not exceed numbers set by the Utah State Office of Education and/or Northwest.

Standard X – Activities

This standard is met. Delta High School supports a range of activities that supplement the basic instructional program by providing additional experiences and opportunities for learning to take place.

Standard XI – Business Practices

This standard is met. The school is financially responsible. Proper budgetary procedures and generally accepted accounting principles are followed for all school funds. The school's advertising and promotional literature are completely truthful and ethical.

CHAPTER 5: SCHOOL IMPROVEMENT EFFORTS – ACTION PLAN

- a) *To what extent is the school-wide action plan adequate in addressing the critical areas for follow-up?*

There is a plan established for follow-up of the action plan; however, the Visiting Team recommends that a specific person(s) be named responsible for each action step. Rather than having the administration be responsible for each component of the plan, it is recommended that responsibility be distributed to various staff members for each action step.

- b) *To what extent is there sufficient commitment to the action plan, school-wide and system-wide?*

It appears that there is school-wide and community commitment to a large degree. Continued collaboration/cooperation within the staff and among community members is encouraged.

- c) *How sound does the follow-up process that the school intends to use for monitoring the accomplishments of the school-wide action plan appear to be?*

The action plan will be a good roadmap for Delta High School. However, careful attention should be paid to the recommendations made in the Visiting Team's report.

CHAPTER 6: MAJOR COMMENDATIONS AND RECOMMENDATIONS OF THE VISITING TEAM

Commendations:

- It was obvious from talking with students that the school has a dedicated and dynamic faculty and staff. Teachers are always available and willing to help students.
- School administration and the Counseling Department provide outstanding leadership and guidance. They have fostered a climate of continuous improvement among staff and students.
- There is a strong sense of pride in the school and community. Support from stakeholders is exceptional. The school is truly the hub of the local community.
- The efforts to work with an ethnically diverse student population are commendable. The faculty and administration are cognizant of the situation and are working to provide an atmosphere of inclusion.
- The custodial staff and all stakeholders are to be commended for maintaining an immaculate physical facility.

Recommendations:

- The faculty has made significant inroads in collaboration as a result of the self-study. The Visiting Team recommends that these efforts be continually reevaluated and expanded.
- The DRSLs must be fully integrated into the existing curriculum, and a measurable means of assessment needs to be designed.
- The Visiting Team recommends that the school continue to analyze and disaggregate data to enhance student learning. In addition, this data, plus classroom assessments, should be used to drive instruction.